



**THE EFFECT OF SOMATIC, AUDITORY, VISUALIZATION,
INTELLECTUALLY (SAVI) STRATEGY ON THE STUDENTS' ABILITY
TO BUILD UP THE SENTENCES IN SIMPLE PRESENT TENSE AT MAS
PAB 2 HELVETIA MEDAN IN ACADEMIC YEAR 2018/2019**

SKRIPSI

**Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirements
for the Degree of S-1 Program**

By:

VINA APRILLA
34.14.1.005

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA**

2018



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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Walaikumsalam Warrahmatullahi Wabarakatuh.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

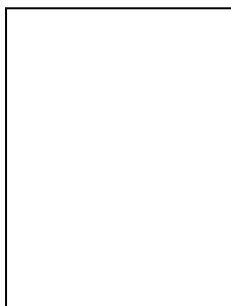
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ABSTRACT



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Skripsi, Medan : Department of English Education Faculty of Tarbiyah and Teachers' Training State Islamic University North Sumatera, Medan 2018

Keyword : Somatic, Auditory, Visualization, Intellectually (SAVI) Strategy in Simple Present Tense .

This research was intended to find out the empirical evidence of the students' ability to build up the sentences in simple present tense by using Somatic, Auditory, Visualization, Intellectually (SAVI) strategy at the second grade students of MAS PAB 2 Helvetia. The aim of this research was to find out whether SAVI strategy significantly affect students' ability to build up the sentences in simple present tense.

The population of this research was all students of class XI of MAS PAB 2 Helvetia. There are 124 students which divided into 3 classes. The samples of this research was taken from 30 students of experimental group (class XI IPS) and 30 students of control group (class XI IPA) and total of the sample were 60 students.

The instrument for collecting data was written in form rearrange the words or phrase test. The test were divided into two, pre-test and post-test both of research. In this research the researcher using normality test, homogeneity test, validity test and reliability test to find out the value of t-test to determine the significant effect on students' achievement in writing descriptive text by using Somatic, Auditory, Visualization, Intellectually (SAVI) strategy.

After analyzing the data, The result showed that there was a significant effect of using SAVI strategy on the students' ability to build up the sentences in simple present tense for the results of analysis, $t_{count} > t_{table}$ or $2.295 > 1.671$ at $\alpha 0,05$ and $dk 30$. It means the hypothesis alternative was accepted.

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In the name of Allah, the beneficent, the merciful.

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Finally, the writer realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

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Vina Aprilla
34.14.1.005

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CHAPTER I

INTRODUCTION

A. The Background of Study

Grammar is the important component in English to improve the competence in using English. Grammar is the explanation that describes the rules for forming words and making sentences (sentence is a group of words that creates complete meaning of sense).¹ Grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning.² Therefore, the term grammar can also be used to describe the rules that govern the linguistic behavior of a group of speaker. The term English grammar, may have several meaning. The function of grammar is to describe the rules in a language for changing the form words and joining them into sentences.

According to *Webster's Ninth New Collegiate Dictionary*, grammar means “the study of the classes of words, their inflections (changes in form to distinguish case, gender, tense, noun, etc.), and functions in a sentence.” An abundance of good, detailed grammar, writing, and usage books are available.³ So, in conclusion Grammar is not only study about noun, pronoun, adjective, but also study about tenses. It may refer to the whole of English grammar that is to the grammars of all the speaker of the language in which case, the term encompasses a great deal of variant.

¹ As. Hornby, 2005, *Oxford Advanced Learner's Dictionary*, New York, Oxford University Press, p. 675

² Nelson. Gerald and Sidney Greenbourn. 2016, *An Introduction to English Grammar*. New York, Routledge, P.20

³ K. Mary McCaskill. 1998. *Grammar, Punctuation, and Capitalization*. PDF created: Mon, Aug 3, 1998-11:47 AM. P. 1

Tense is verb change form to indicate tense, or time that an action or state of being takes place. English has six tenses: present, present perfect, past, past perfect, future, future perfect.⁴ It means that tense is the time of verb's action or state of being, such as present or past. One of tense is simple present tense. Simple present tense is to describe the action is a habit (or another type of repeated action) in the present.⁵ It means that simple present tense the action is always or usually true. From the all definition above that simple present tense is tense describes an event or habitual action that happens in the present time. For examples: 1. the baby cries. 2. You walk to school every day.

In reality, based on the observation on the researcher's observation at MAS PAB 2 Helvetia Medan, the researcher found many students still have some problems in building up sentences, the students did not interest in learning process, the students did not know to write a sentence in English especially in Simple Present Tense, the students did not know to distinguish among positive, negative, and interrogative forms in simple present tense, the teacher asks the students to rewrite of the material in their book after she/he explained the material, and give the exercise.

In this case, the teacher not makes variation in teaching and learning process. This situation made the students cannot build up the sentence in learning process especially in material of simple present tense. So, the teacher has to create interesting activities in the classroom so that the students can develop their idea in

⁴*Op.cit.* p.7

⁵ Uchiyama, Kent. 2006. *English Verb Tense An Informal References for ESL Students*. New York: Copyright. P. 17

writing. Beside it, teacher should give the motivation for the students in teaching-learning grammar so that the students can interest in learning process.

From the problem above, the students might need a strategy which can give them more motivation and interest. SAVI strategy can definitely give a positive influence to the students, this strategy implies that the learners not only sit still, but also with the activities that move the sense and involve emotion in learning process.

So, to help students' solved this problem, the writer will be try to use SAVI strategy. According to Meier stated studied with combining physical movement and intellectual activity as well as using all the senses whose purpose is can affect learning progress, is understanding of the SAVI study. SAVI is an abbreviation from Somatic, Auditory, Visual, Intellectual, who owns the meaning of learning through the use of body movement (hands on, physical activity) where learning is interpreted with "Experience" and "do" to be able actualize analytical skills in solve problem⁶. Therefore, the writer argues that man has four dimensions: body or somatic (S), auditory (A), sight or visual (V), and thought or intellectual (I). Based on the four dimensions owned man, then found an active learning model Somatic, Auditory, Visualization and Intellectual abbreviated as SAVI. Because of all the elements of the learning model SAVI is integrated, so learning will be takes place more optimally when the four ways are Somatic, Auditory, Visual, and Intellectual are inside learning and implemented simultaneously.

⁶Kusumawati, S. (2013). *Penerapan Model Pembelajaran SAVI Untuk Meningkatkan Keterampilan Pemecahan Masalah di Sekolah Dasar*. Surabaya: JPGSD. Volume 01 nomor 02. P. 2

According Rahmani Astuti, learning can be optimal if the four elements of SAVI exist in one learning event. A student can learn a little by watching the presentation, but he can learn far more if he can do something while the presentation is going on, talk about what they learn, and think about how to apply the information in the presentation to solve existing problems.⁷ Therefore, strategy makes the students' interest to study about grammar especially simple Present Tense. Strategy is one of the important factors to make a good plan to reach out for the purpose in teaching-learning process, because teaching strategy can influence the result of learning. But in fact, the students have some problem in built up sentences in simple present tense, especially at eleventh grade students' of MAS PAB 2 Helvetia Medan.

So, the conclusion from the reason above, that's why I conduct a research with the title **“The Effect of SAVI Strategy on the Students' Ability to Build Up the Sentences in Simple Present Tense”**.

B. Statements of The Problems

Based on the background previously stated, the following aspects are related to this study:

1. The researcher found many students still have some problems in buildup sentences;
2. The students did not interest in learning process;

⁷Rahmaini Astuti as cited by Jurnal Pendidikan Teknik Elektro. 2015..*Pengaruh Model Pembelajaran SAVI pada Mata Pelajaran Instalasi Motor Listrik*. Volume 04 Nomor 03. p. 1061

3. The students did not know to write a sentence in English especially in Simple Present Tense;
4. The students did not know to distinguish among positive, negative, and interrogative forms in simple present tense;
5. The teacher asks the students to rewrite of the material in their book after she/he explained the material, and give the exercise.

C. Research Question

Is there any effect of using SAVI strategy on the students' ability to build up the sentences in simple present tense?

D. Purposes of The Study

The objective of study is to find out the effect of SAVI strategy on the students' ability to build up the sentences in simple present tense at Grade XI MAS PAB 2 Helvetia Medan.

E. Significances of Study

The result of this study will expect to be significances and useful for:

1. The Principle, the researcher hoped that this research can be used by the principle to improve the learning process especially for English and also could be used as the reference for the school.
2. The English teacher in improving her/his teaching strategies and technique especially in teaching simple present tense, so that the teacher can make the English subject more interesting.

3. The other researcher, the researcher hoped this research can be used as the reference for other researcher and also for who wants to research the same problem.
4. For the students to give helping for students to build the sentences in simple present tense.

F. The Limitation of Study

Based on the problems identified above, then the study is limited on build up the sentence in simple present tense by using SAVI strategy.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In order to avoid misunderstanding, it is considered necessarily to clarify the term use in this research such as follow:

1. Definition of Strategy

In general, the word “Strategy” implies a careful plan of activities to achieve specific goals. In the field of language teaching and learning, the term “strategies” and “techniques” are often used interchangeably, both of them are synonymous.⁸

According to J. R David as cited in Wina Sanjaya’s book that strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal.⁹ Kemp in Wina Sanjaya’s book explains that learning strategy is a learning actively to do teacher and students, so that learning goals can be achieved effectively and efficiently. Agreed with the opinion above, Dick and Carely in Wina Sanjaya’s book also mentioned that the learning strategy is set of material and learning procedure that used together to generate result of the students learning.¹⁰ From the explanation above, the writer understands that

⁸Honry Guntur Tarigan. 1989. *Strategi Pembelajaran dan Pembelajaran Bahasa*, Jakarta :Angkasa. P.2

⁹J. R David as cited by WinaSanjaya. 2010. *Strategy Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Pendana Kencana. P. 126

¹⁰*Ibid*, p.126

strategy is a planning that contains about a series of activities designed to achieve certain educational goals.

In the order hand, strategy is a common approach with the action that will be used by the teacher to choose some of method in teaching activity.¹¹ It means that strategy is an action in the classroom as a guide to do teaching activities.

According to Edward Antony in the book of Richard and Rogers clarifies: an approach is a set of correlation assumption dealing with the nature of language teaching and learning, an approach is axiomatic, it describes the nature of the subject matter to be thought.¹²

Strategy is one way that a teacher uses to help students accomplish mastery in the classroom. Instructional strategies include all approaches that a teacher may take to actively engage students in learning. These strategies include all approaches that a teacher's instruction as they work to meet specific learning objectives. Effective instructional strategies met all learning styles and development needs of the learners. Teaching strategy is generalized plan for a lessons which includes structure, desired learner behavior, in term of the goal of instruction, and an outline of tactics necessary to implement the strategy.

Almost students feel difficult in mastering grammar, especially in tenses. This is why, the teacher should use different techniques and activities in teaching grammar to motivate the learners, enrich their knowledge about grammar and

¹¹Haidir dan Salim. 2012. *Strategi Pembelajaran*. Medan: Perdana Publishing. P.102

¹²Edward Antony as cited by Richard and Rogers. 1986. *Approaches and Method in Language Teaching : A Description and Analysis*. London:Cambridge University Press. P. 105

enable them to write and speak English property. One of the interesting technique is Somatic, Auditory, Visualization, and Intellectual (SAVI) strategy.

Based on the quotation above, it can be inferred that the method is a planning in teaching the students in order to reach the objectives of teaching learning process. There for, teacher should use appropriate method for teaching. It is expected by using effective method can help the students to be easy to understand what the teacher teaches and can motivated the students to be more serious in learning, and they will be not boring.

It is suitable with what Allah said in the Holy Al-Qur'an, An-Nahl 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَدِلْهُمْ بَالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ

رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has stayed from His way, and He is most knowing of who is (rightly) guided”. (125)

Teacher should be chosen a suitable method in order to transfer the knowledge to the students based on the students' need. The teacher should master the method how to implement in the class. Even though it is hard work but the teacher's teaching method influence the result of teaching.

It is also suitable with what Allah said in the Holy Al-Qur'an, Ar-Ra'd (11)

لَهُ مُعَقِّبَتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِّنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا

بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُم مِّنْ

دُونِهِ مِنْ وَالٍ ﴿١١﴾

“For each one are successive (Angles) before and behind him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is no repelling it. And there is not for them besides Him any patron” (11)

a. Somatic, Auditory, Visualization, Intellectual (SAVI)

SAVI learning is in line with the Accelerated Learning movement (AL), then the principle is also in line with the AL. The SAVI approach is the core of Accelerated Learning (AL) or accelerated learning. AL makes learning feels humane as it places the students as the center of the target. According to Rahmani Astuti, the term SAVI stands for Somatic (S) which means body movement (hands-on, physical activity), that is learning by experiencing and doing. Auditory (A) means learning by listening, listening, speaking, presentations, arguments, expressing opinions, and responding. Visual (V) means learning to use the senses through observing, drawing, demonstrating, reading,

using media and props. Intellectual (I) means learning to use mind-on learning with concentration of mind and practice using it through reasoning, investigating, identifying, discovering, creating, constructing, solving problems, and applying.¹³

According Rahmani Astuti, learning can be optimal if the four elements of SAVI exist in one learning event. A student can learn a little by watching the presentation, but he can learn far more if he can do something while the presentation is going on, talk about what they learn, and think about how to apply the information in the presentation to solve existing problems.¹⁴

Ngalimun says that, "SAVI learning is learning that emphasizes that learning must utilize all the sensor devices that students have". SAVI is an abbreviation of somatic, auditory, visual and intellectual. Theories that support SAVI's learning are Accelerated Learning, right/left brain theory, triune brain theory, modal (visual, auditory, and kinesthetic) modalities, multiple intelligence, holistic, experiential learning, symbolic learning.¹⁵

The SAVI learning embraces the modern cognitive school of thought that states the best learning involves the emotion of the whole body, all the senses, and all the depth and breadth of the person, respecting the individual's learning

¹³Rahmani Astuti. *Op. Cit.* p. 1061

¹⁴Ngalimun.2013. *Strategidan Model Pembelajaran*, Yogyakarta :Aswaja Pressindo. P.

style by realizing that people learn in different ways. Relating something to the reality of reality is nonlinear, not mechanical, creative and alive.¹⁶

Activity-based learning (PBA) means moving physically active when learning, using as many senses as possible and making the whole body/mind involved in the learning process. Conventional training tends to keep people physically inactive for long periods of time. Brain paralysis occurs and learning slows down like crawling or even stopping altogether. Inviting people to rise and move on a regular basis will refresh the body, improve brain circulation, and can have a positive effect on learning.

Physical movement improves mental processes. The part of the human brain involved in body movement lies right next to the part of the brain used to think and solve problems. Therefore, blocking the movement of the body means blocking the mind to function optimally. Instead involves the body in learning, tends to arouse intelligence in an integrated human whole.

So, in line with my understanding of SAVI strategy is an abbreviation of somatic, auditory, visual and intellectual. If all learning can involve all elements of SAVI, learning will be effective and attractive at the same time. Learning does not automatically increase by having people stand up and move about. But combining point movement with intellectual activity and the use of all the senses can have a major effect on learning. And why this method is called SAVI strategy, where there are elements of Somatic, that is learning by moving and doing, Auditory is learning by listening and speaking, Visual learning by watching and observing, and Intellectual learning by solving problems and

¹⁶Rahmaini Astuti. *Op.Cit.* P. 166

thinking. These four ways of learning must exist for optimal learning because these element are all integrated. The best learning can take place if they are used simultaneously.

b. Steps of SAVI Strategy

Steps for the Visual and Intellectual Audience Visual (SAVI) strategy, Rusman put forward the steps of Somatic, Auditory, Visual and Intellectual (SAVI) strategy as following:¹⁷

- a. Preparation.* The purpose of the preparation stage is to generate the interest of the people learners, giving learners positive feelings about upcoming learning experiences, and placing participants educated in optimal situation to learn.
- b. Delivery.* The purpose of this stage is to help the learner find new learning materials in an interesting way, fun, relevant, involving the senses, and suitable for all learning styles.
- c. Training.* The purpose of this stage is to help the learner integrate and absorb new knowledge and skills in many ways.
- d. Appearance results.* The purpose of this stage, helps the learner apply and expand new knowledge or skills learners with work, so that learning outcomes will be attached and continue to increase.

As for Huda argues that the steps of Somatic, Auditory, Visual and Intellectual (SAVI) strategy as following:¹⁸

¹⁷Rusman. 2012. *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru Edisi Kedua*. Jakarta: PT. Raja GrafindoPersada. P. 373-374

- a. The teacher stimulates the students' interest and curiosity.
- b. The teacher conveys the material in an interesting way through game.
- c. Students practice finding (through themselves, in pairs, or group).
- d. Students practice a skill.
- e. Students practice solving problems.
- f. Students are asked to reflect on what they have learned.
- g. Students are asked to create a kind of diagram or that can describe what they have reflected.
- h. The teacher gives questions about the material has been taught and students are asked to think about solution.

Based on the opinions of the experts above, the researchers used the steps that have been put forward by Rusman as a reference in the implementation of Somatic, Auditory, Visual and Intellectual (SAVI) strategy tailored to the subject matter. Broadly speaking there are four stages in this learning model, namely: (a) preparation, (b) delivery, (c) training, (d) appearance of results.

¹⁸ Huda. 2013. *Model-Model Pengajaran dan Pembelajaran*. Malang: PT. Pustaka Pelajar. P. 283

c. Procedures of SAVI strategy:

The steps to be taken in SAVI are preparation, delivery, training, and appearance of results. Any creations, teachers need to mature, in the four procedures as following:

1. Preparatory Phase (Activity Introduction)

At this stage the teacher arouses student interest, gives positive feelings about future learning experiences, and places them in optimal situations for learning. Specifically includes:

- a) Provide positive suggestion
- b) Give statements that benefit students
- c) Provide clear and meaningful goals
- d) Awaken curiosity
- e) Creating a positive physical environment
- f) Create a positive emotional environment
- g) Create a positive social environment
- h) Calming fear
- i) Get rid of learning barriers
- j) Many questions and issues
- k) Stimulate students' curiosity
- l) Invite the learner to be fully involved from the beginning.

2. Delivery Stage (Core Activity)

At this stage the teacher should help students discover new learning materials by involving the five senses, and suitable for all learning styles. Things teachers can do:

- a) Collaborative testing and knowledge
- b) Observation of real-world phenomena
- c) Involvement of whole brain, whole body
- d) Interactive presentations
- e) Graphs and facilities of colorful presentations
- f) Miscellaneous ways to fit all learning styles
- g) Project-based learning partnerships and team-based
- h) Exercise to find (alone, in pairs, in groups)
- i) Contextual real-world learning experience
- j) Training to solve problems

3. Training Stage (core activity)

At this stage teachers should help students integrate and acquire new knowledge and skills in various ways. Specifically, what teachers do:

- a) Student processing activities
- b) Active business or feedback or reflection or return effort

- c) Simulation of the real world
- d) Game in learning
- e) Training of action learning
- f) Troubleshooting activities
- g) Reflection and individual articulation
- h) Dialog in pairs or in groups
- i) Collaborative teaching and review
- j) Practical activities build skills
- k) Teaching back

4. Phase Appearance Result (Closing Procedure)

At this stage should help students apply and extend their knowledge or new skills to the job so that the learning outcomes will stick and the results will continue to improve. The things that can be done are:

- a) Implementation of the real world in the immediate future
- b) Creation and implementation of action plans
- c) Activity strengthening activity
- d) Content of perception reinforcement
- e) Ongoing training
- f) Feedback and performance evaluation

- g) Friend support activities, Organizational change and supportive environment.

Below are some examples of how to create activities in accordance with the way learning / learning style of students:

a. Somatic

People can move when they:

1. Model in a process or procedure
2. Create pictograms and peripherals
3. Demonstrate a process, system, or set of concepts
4. Gain experience then tell it and reflect on it
5. Running active learning training (simulation, learning games and others)
6. Conduct field studies. Then write, draw, and talk about what you learn.

b. Auditory

Here are the initial ideas to improve the auditory tools in learning:

1. Invite the learner to read aloud from the guidebook and computer
2. Tell stories containing learning materials contained in the textbook they read
3. Ask the learner to discuss in detail what they have just learned and how they will apply

4. Ask the learner to practice a skill or demonstrate a function while reciting briefly and in detail what they are doing
5. Ask the group learner and talk non-stop when he is working on problem-solving or creating long-term plans

c. *Visual*

Things that can be done to make learning more visual are:

1. Full-picture language (metaphor, analogy)
2. Live presentation graph
3. 3-dimensional objects
4. Body language is dramatic
5. A living story
7. Field observation
8. The decor is colorful
9. Work tool icon.

d. *Intellectual*

The intellectual aspect of learning will be trained if we invite such learning in activities such as:

1. Solve the problem
2. Analyze the experience
3. Doing strategic planning

4. Choosing a creative idea
5. Search and filter information
6. Formulate questions
7. Implement new ideas on the job
8. Creating personal meaning
9. Predict an idea implication

d. Advantages of SAVI Strategy

Based on the explanations above, there are advantages of SAVI strategy as follow:

- a. The material presented is clearer and concrete.
- b. Can increase students' absorption because learning is done by demonstration.
- c. Train students to become teachers because students are given the opportunity to repeat the teacher's explanation that he or she has heard.
- d. Encourage the students motivation to be the best in explaining teaching materials.
- e. Knowing the ability of students in conveying ideas.

e. Disadvantages of SAVI Strategy

Based on the explanations above, there are disadvantages of SAVI strategy as follow:

- a. The embarrassed student does not want to demonstrate what the teacher instructed him or many less-active students.
- b. Not all students have the same opportunity to do it or explain it back to their friends due to time limitations of learning.
- c. It is not easy for students to draft a concept map or briefly explain the teaching materials.
- d. Existence of the same opinion so that only some are skilled.¹⁹

2. The Students' Ability In Building Up The Sentences

a. Definition of Ability

Ability means is the quality of being able to do something, especially the physical, mental, financial or power to accent polish something.²⁰ The word "ability" derived from the word "able" which has similar meaning with "can". Hornby said that ability is the skill or competence of doing something.²¹

The meaning of this word is the situation being able, it is also potential capacity or power to doing something physical or mental. Ability is quality or state or being able specially in physical, mental, as power to perform.²² So, based on the explanation, the researcher conclude that ability as skill to take a certain attitude or response to watch or to do something with understanding to create new things to prove how far the students' success learning process.

¹⁹ShoiminAris. 2006. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta., p. 184-185

²⁰<http://www.theFreeDictionary.com.ability>

²¹Hornby. A. S. 2003. *Oxford Advanced Learners Dictionary of Current English*, Britain: Oxford. p. 17

²²Webster's Merriam. 1989. *pocket guide to Punctuation*, (Massachusettes, Merriam Webster Incorporation,) p. 44

Many factors influence the students' ability in learning, the main factor is the students themselves and the other factors are internal (students) and external. External factor (out of the students' factor) are relative factor, school factor and environment factor. All of this factors influence to their ability.

The ability of the students in learning can be seen from the result of the learning itself. The ability of the students to master the materials is not same, even though, they are taught by the same teacher, because their power to receive the materials is different.

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ﴿٤٠﴾

*"We have certainly created man in the best of structure"*²³

From the verse above, we know that everybody has power in their selves to do everything. That we know, we can become useful human being. But, we should remember every abilities we have its derived from Allah SWT.

The students' ability to master the material are not same, even though they are taught by the same teacher. Because their ability to remember the material are different, references master explains that if you are interested in the outcome of learning, sensible starting point is the aims of higher education, we should them examine what is actually achieved in relation to what is intended.

The ability of the students in learning can be seen from the result of the learning in self, after the students learn about the material, of course there is

²³Yusuf Ali. 2010. *Al-Qur'an dan Terjemahan Paralel Indonesia-Inggris*. Solo-Indonesia: Qomari. P. 543

change of behaviors or knowledge, from doesn't know become knowing. Because this study to cussed on building sentence ability especially in building sentences in simple present tense.

In this study, the students' ability in building up the sentences means how the students can identify the role in making simple sentences, of course the students will tested number of question, and we will know the students' ability in building up the sentences in simple present tense by the result of the test.

b. Students' Ability

Students' ability is related to the students' effort of getting something into their cognitive system.²⁴ Albert A. Branch said that ability is a present state of being able to make a certain response or perform certain asks. Besides that, Ihara Saikaku said that ability is the mental or physical power to do something to make a fortune some assistance from fate is essential.²⁵

In additional according to Abdul Aziz Al-Quusy in the prefaces of Zakiyah's book, ability is the basic of world development by every human, saving, welfare good and good life.²⁶

From the quotation above, it can be inferred that ability is the quality or state of being able, power to perform, whether physical, moral, intellectual, conventional, or legal capacity, skill or competence.

²⁴Slamet Tonto. 1987. *BelajardanFaktor-Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta. p. 15

²⁵Albert A Baranca,. 1984. *Psychology The Science of Behavior*. New York: Allin Bacon Inc. p. 59

²⁶Zakiah Drajat. 1980. *Perkembangan Kemampuan Belajar Pada Anak-Anak*. Jakarta: Bulan Bintang. p.10

Human being ability, according to the Qur'an, has the ability to looking for and develops the knowledge based on the Allah's permit. Therefore, many different ways and Holy Qur'an claims how high position to anybody that has knowledge.²⁷ Allah said in Holy Qur'an Al-Mujadilah:11

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ

لَكُمْ وَإِذَا قِيلَ آنشُرُوا فَأَنشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ

دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

*“Oh you who have believed, when you are told, “Space yourselves” in the assemblies, then make space; Allah make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.” (11)*²⁸

From the verse, we know that everybody has a power for his/ herself to do everything. We can create a high technology thing, we can write the best seller for understanding, but we should remember that every abilities we have it is derived from Allah SWT.

²⁷ Abdullah Yusuf Ali. 2008. *The Holy Qur'an; Original Arabic Text with English Translation & Selected Commentaries*. Malaysia: Saba Islamic Media. p. 679

²⁸ *Ibid.* P. 1028

Based on the explanation above, the students' ability to build up the sentences means the students can identify and make the sentences in simple present tense. Of course, the students know about affirmative sentences, negative sentences, and interrogative sentences.

3. Sentence in simple present tense

According to Hornby, sentence in simple present tense is presented in a sequence of statement, question and answer. However, the interrogative and negative forms (requiring did and the infinitive) are not used.²⁹ Based on the explanation, simple present tense is a part of sentence.

a. Definition of Sentence

Sentence is a group of words which makes complete sense.³⁰ It means that the sentence insists of a subject and predicate. The sentence is a group of word that we use to communicate of our ideas in writing or speech. It is a complete independent unit of thought and consists of two main part a subject and predicate. Based on the explanation above, the writer concludes that a sentence is a group of words that have a subject and predicate and have a complete meaning.

One of the hadiths about writing, Abu Hurairah Radhiallahu 'anhu said,

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ

²⁹ A. S. Hornby.1974. *Oxford Advanced Learner's Dictionary Of Current English*. London: University Press. p.28

³⁰ Jayanthi Dakshina Murthy. 1998. *Contemporary English Grammar*. New Delhi: 1998. p. 235

The meaning “No one from a the Prophet sallallaahu'alaihiwasallam'sfriends the most (narrated) hadith from him (sallallaahu' alaihiwasallam) besides me, except from Abdullah bin Amr, because he wrote first while I do not write. (HR. Al-Bukhari no. 113).

Simple sentence expresses one idea only. It has one subject and one predicate. The formula can be seen follows:

Subject + predicate + complement

Example:

The man knocks the door.

The man (**Subject**)

Knocks the door (**predicate**)³¹

b. Definition of Simple Present Tense

Simple present tense means that the action is a habit (or another type of repeated action) in the present, or, that the action is always or usually true).³²For example: Eating breakfast is a habit, a usual activity.

Simple present tense is one of tenses that is important to be mastered by the students. Wrong perception of Simple Present Tense will affect the students' ability in constructing or understanding Simple Present Tense sentences. Simple present tense is tense denoting an action happening in this time. This tense is

³¹Wren and Martin. 2007.*High School English Grammar and Composition*, (New Delhi: S. Chand and Company) p. 201

³²Uchiyama Kent. 2006. *Op. cit.* P.17

used to talk about thing in general. We are not only thinking about now, but it is used to say something is true in general.

Thus the researcher assumed that present tense is a form of tense which used to express a fact, general statement, habit and action right now. It is the most common ways to express idea or fact and describes things in English that are generally true and routinely.

c. Affirmative Sentence

Affirmative sentence is a sentence that allows you state or affirm something in a straight forward way. In written speech, it has a period at the end³³ Affirmative statement in simple present tense is formed by adding –s or –es to the infinitive for the third person singular while for the first, second and plural is without –s or –es.

Sentence pattern used is³⁴ :

a. Subject : I, You, We, They

S + V1 + O/C

b. Subject : He, She, It

S + (She, He, or It) + V1 + s/es + O/C

V1 = main verb/ verb infinitive.

For example :

³³Patricia K. Werner. 2002. *Interaction to Grammar 4th edition*, New York: The McGraw-Hill Companies, Inc. p.5

³⁴ Windy Novia. 2010. *Basic English Grammar. Jakarta: GAMA PRESS. P.224*

1. I usually visit my grandmother on Sunday.
2. They usually visit my grandmother on Sunday.
3. He usually visits my grandmother in Sunday.
4. Lisa usually visits my grandmother on Sunday.

In this tense, we must concern to the verb of the third person singular which must be added –s/ -es.

- 1) Some verbs usually just added –s the final
 - a. I *cook* meatball → She *cook* meatball
 - b. You *cut* the grass → He *cut* the grass
- 2) Add –es to verb that end with o, ss, sh, x, and ch (unless the –ch is pronounce with the sound of –k)
 - a. I *go* to office everyday → She *goes* to office everyday
 - b. They *push* the door → He *pushes* the door
 - c. You *kiss* the baby → She *kisses* the baby
 - d. I *fix* my motorbike → Angga *fixes* his motorbike
- 3) Omit a final –y and add –ies if the verb and with consonant + y
 - a. I always *study* English → She always *studies* English
 - b. You *carry* your car → He *carries* his car
 - c. They often *cry* → Lucy often *cries*

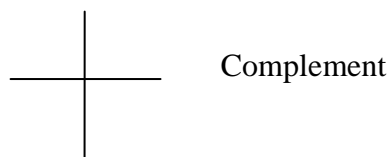
In the present form nominal (to be) has three form, they are am, is, are. These forms are used as a substitution of the verb in sentence which does not have a verb. It is because English is different from Indonesia. In English, a

sentence only can be made with a verb. This sentence usually is completed by a noun, an adjective, or an adverb. Here is the pattern:

I + am

You/ They/ We + are

She/ He/ It + is



For example:

- a. I am a doctor in Pirngadi Hospital.
- b. She is an America.
- c. They are my cousin.
- d. You are beautiful girl.

d. Negative Sentence

Negative sentence allows you deny, contradict, or refuse something.³⁵ In simple present tense, negative statement is formed by adding auxiliary do or does and not before the infinitive form of the verb. Do is used for the first, second, and plural, while does is used for the third singular. Do and does are called “helping verb”. In the third person singular there, is no –s on the main verb; the final is part of does. Here is the pattern of negative sentence in simple present tense³⁶:

a. I/ you/ we/ they + Do + not + Main Verb

b. She/ He/It + Does + not + Main Verb

³⁵Patricia K. Werner, *op. cit.*, p.8

³⁶Betty Schramper Azar. 2006. *Basic English Grammar 3rd Edition*. New York: Person Longman. p. 69

For example:

1. I do not like football
2. You do not like football
3. We do not like football
4. They do not like football
5. She does not like football
6. He does not like football

The negative sentence in “to be” formed by adding not after the to be. For example:

- a. I am not a doctor
- b. You are not a doctor
- c. She is not a doctor

In speaking or writing, people usually use contractions.

- a. Does not → doesn't → He doesn't love you
- b. Do not → don't → I don't love you
- c. Are not → aren't → They aren't here
- d. Is not → isn't → He isn't here

e. **Interrogative Sentence**

Interrogative sentence is one that allow you to ask question, make inquire, express doubt and so on.³⁷ It means that you will use this form when you want to express a question. There are two kinds of interrogative question. They are yes/ no question and information question. In interrogative sentence of simple present tense, we still use the helping verbs or auxiliary do and does. The pattern of interrogative sentence yes/ no question of simple sentence is as follows³⁸ :

1. **Do/ Does + S + Main Verb**

2. **Am/ Is/ Are + S + C**

For example:

- a. Do you like her tea?
- b. Does she like tea ?
- c. Does it taste good?
- d. Are you a student?

Notice : The main verb (Infinitive) in the interrogative sentence does not have a

final s/ es. It is part of does. Incorrect: Does she goes to campus ?

- 1. Are you a doctor?

Incorrect: Do you be a doctor?

Notice: When the main verb is formed by be, do or does not used anymore.

³⁷Patricia K. Werner, *op. cit.*,p. 10

³⁸ Betty Schramper Azar. *op. cit.*, p. 74

When we get a question, of course there should be an answer. The short answer for the question above is formed as follows:

1. Yes + Subject + do/ does (Positive)
2. Yes + Subject + am/ is/ are (Answer)
3. No + Subject + do not (don't)/ does not (doesn't) (Negative)
4. No + Subject + am not/ is not/ are not (Answer)

For example:

1. Do you join the club? Yes, I do/ No, I do not
2. Does she join the club? Yes, she does/ No, she does not
3. Is she a student? Yes, she is/ No, she is not
4. Are you okay? Yes, I am / No, I am not

The pattern of information question of simple present tense as follow³⁹:

1. Q- Word + Be + S +?
2. Q- WORD + Do/ Does + Main Verb +?

For Example:

1. Where is Medan? → Medan is in North Sumatera.
2. What time is it? → it is eight o'clock.
3. What do you eat? → I eat apple pie
4. When does she go? → She goes every Monday

³⁹ Betty SchramperAzar,*op. cit.*, p. 82

f. Adverb of Frequency and Time Expression

A common use of simple present tense is to describe habits or routines.

The following adverb and time expression are often used with this tense to indicate frequency⁴⁰

Adverb

100 % Always

Usually
Often
Frequently
Normally
Something
Occasionally
Seldom, rarely
Hardly, ever
Almost never
Never

100 %

Time Expression

100 % All the time

most of the time
in general, generally
once (twice, etc)
from the time to time
every, now, and then
once in a while

0 %

For example:

1. I always watch Korean drama
2. She usually comes to my home every Monday
3. He sometimes accompanies me to the store
4. You don't ever want to join us

⁴⁰Marcell Danesi, 2006. *Basic American Grammar*. New York: Barrons. p.7

5. My father drinks coffee once in a day.

g. The Function of Simple Present Tense

The simple present tense is used to⁴¹ :

1) Express habits.

- a. I always drink milk every morning.
- b. He often draws in his book.
- c. They usually play football twice in a week.

2) Express repeated action.

- a. I always accompany my mother to market.
- b. She often gives me cake.

3) Express General Truth.

- a. Medan is the capital of North Sumatera.
- b. Tortor dance comes from Batak tribe.
- c. The sun rises in the east.

4) Give instruction or direction.

- a. Close the door !
- b. Boil the egg for 5 minutes.
- c. Get out of my sight.

5) Express fixed arrangements and scheduled events.

- a. I have TOEFL test next Monday.
- b. The shop closes at 22.00 tonight.

6) Express future time.

- a. The team plays in Manchester next month.

⁴¹RahmahFithriani, *op. cit.*, p.79

- b. He leaves next week.

B. Conceptual Framework

This research has two variables. They are using SAVI strategy as variable X, then simple present tense as variable Y and an object in this research.

SAVI strategy is strategy which can increase the students' ability to build up the sentence in simple present tense. Because this strategy emphasis the students can be more active and cooperative. SAVI strategy is an abbreviation of somatic, auditory, visual and intellectual. If all learning can involve all elements of SAVI, learning will be effective and attractive at the same time. Learning does not automatically increase by having people stand up and move about. But combining point movement with intellectual activity and the use of all the senses can have a major effect on learning. And why this method is called SAVI strategy, where there are elements of Somatic, that is learn by moving and doing, Auditory is learning by listening and speaking, Visual learning by watching and observing, and Intellectual learning by solving problems and thinking. These four ways of learning must exist for optimal learning because these elements are all integrated. The best learning can take place if they are used stimulation. So, this case will give the students a chance to share their idea.

Based on this theory, the writer assumes that learning simple present tense is more effective with SAVI strategy, because with SAVI strategy the students can build up the sentences in simple present tense.

C. Hypothesis

Based on theoretical and conceptual framework, there are the differences of students' ability to build up the sentences in simple present tense because they didn't have the same potential, motivation, or learning style. In this paper, the hypothesis consists:

H_0 : there is no significance effect of using SAVI strategy on the students' ability to build up the sentences in simple present tense.

H_a : there is a significant effect of using SAVI strategy on the students' ability to build up the sentences in simple present tense.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used quantitative method. As Creswell stated quantitative method consists of three type designs namely experimental designs, correlation designs, and survey designs.⁴² This research was conducted in experimental design because experimental design is aimed to find out the cause-effect between two variables.⁴³ This research was conducted with pre-test and post-test design. The design was applied in order to investigate the effect of SAVI strategy on the students' ability to build up the sentences in learning simple present tense. The sample in this research was divided into two classes. One of the class was assigned as the experimental group and the other one as the control group.

Experimental group is the group that receive treatment by SAVI strategy, while the control group is the group that receive treatment by conventional (teacher centered) strategy. Both of the class has been given pre-test and post-test with the same material and test. The design of this research can be seen below:

⁴²John W. Creswell, *Education Research*, Fourth Edition, (United States of America: Pearson Education, Inc., 2012), p. 293.

⁴³*Ibid.*, p. 295.

Table 3.1
Research Design

Group	Pre- test	Treatment	Post -test
Experimental	X1	√	X2
Control	Y1	-	Y2

Where :

X1 : Pre-test of Experimental Class

Y1 : Pre-test of Control Class

X2 : Post- test of Experimental Class

Y2 : Post- test of Control Class

√ : Teaching Simple Present Tense by using SAVI Strategy.

- : Teaching Simple Present Tense without using SAVI Strategy.

B. Population and Sample

The writer conducted this research at MAS PAB 2 Helvetia in academic year 2018-2019. The location on Veteran street pasar 4 Helvetia. It was carried out on eleventh grade of Senior High School.

According to Arikunto, he said that “the population is set of collection all elements process one or more elements of interest”.⁴⁴ It is the group of interest for the researcher. The population of this research the eleventh grade of MAS PAB 2 Helvetia. It located on Veteran street pasar 4 Helvetia . There are two classes (XII IPA 1 and XII IPS). The total number of student are 84 students.

⁴⁴SuharsimiArikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT. Rineka Cipta, 2010. p. 173

Table 3.2**Population**

No	Class	Number
1	IPA-1	40
2	IPA-2	45
3	IPS	37

Sample is part of reached population that has the same characteristic with the population.⁴⁵Ary (2010: 148), a sample is a portion of a population.⁴⁶In this research, the sample was taken 2 classes. The writer applied simple random sampling technique in taking the sample. Khotari states that random sampling means that every item of the universe has an equal chance of inclusion in the sample.

In random sample, the writer used a lottery technique by writing down the pair of class one as the experimental class and another as the control class in a small paper. Then, the papers were shaken in a box. Without prejudice, the author took a slip of paper. The paper that have been taken become the sample. XI grade of MAS PAB 2 Helvetia has three classes then the pair of sample will be XI IPA 1 and XI IPA 2, XI IPA 1 and XI IPS, XI IPA 2 and XI IPA 1, XI IPA 2 and XI IPS, XI IPS and XI IPA 1, XI IPS and XI IPA 2. So the three class have the equal chance become the sample. Then, the sample of this research is XI IPS as the experimental class and XI IPA 1 as the control class.

⁴⁵Sudjana, Nana. *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru Algensindo. 2007, p. 85

⁴⁶Donald Ary, loc.cit

Table 3.3. Sample

No	Class	Male	Female	Total
1.	XI IPA	13	17	30
2.	XI IPS	13	17	30
Total				60

C. Data Collection

Instrument is the tool of the method which used to obtain the data in the research. The researcher used kind of instrument to do the research, it is rearrange the words or phrase test. The researcher would be used rearrange to test students' ability to build up the sentences. The researcher use rearranges the words tests because it can be used with isolated words. The test was given to student consists of 30 test items that all questions of rearrange the words or phrase based on material at eleventh grade students of senior high school. In this research, the researcher used quantitative data to collect the data such as: ore-test, treatment, and post-test.

a. The Method of Collecting data

In collecting the data, the writing test has been given to the students at eleventh grade. The students instructed to build up the sentences in simple presents tense. In this case, the writer gave a topic. The test has been given to both groups experimental and control class. They were pre-test and post-test.

1. Pre-Test

Pre-test has been given to the class control without the treatments.

2. Treatment

The treatment has been given by using SAVI strategy in class XII IPS. Both of the classes taught by using the same material.

3. Post-Test

After the treatment, post-test has been given to the students. The post test has been given to the both experimental class and control class. The aim of the post test is to find out the difference in the mean score of experimental class and control class.

b. Instrument of the Data Collection

The instrument in this study is test. According to Arikunto, test are questions of practice and other tool that are used to measure skills, intelligence, or a gift that is possessed by someone on group.⁴⁷ To find out the students' ability in writing, there are some criteria should be considered. Teacher has to have a right concept of writing assessment especially in sentences to assess the writing work appropriately. In this case, the writer uses the pattern as follow:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of the Test

R = Number of Correct Answer

N = Number of Question

D. Data Analysis

The data of this study analyzed by using t-test formula because it used to find out the differences between students' pre-test, and post-test score in each of

⁴⁷Suharsimi Arikunto. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT Rineka Cipta. p. 115

experimental and control group. Before analyzing the data by using t-test, first has been tasted with normality test using formula Lilliefors and Homogeneity test using formula the comparison of Variant.

A. The Normality Test

The normality test has meaning as data variable research composed the normal distribution. The data that composed the normal distribution if the number of upper and under the data is same.

The steps of Lilliefors' formula of normality is following:

- a. Create the H_a and H_0
- b. Account the mean and deviation of data by using formula:

$$\bar{X} = \frac{\sum X_i}{n} \text{ dan } S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

- c. Each the data X_1, X_2, \dots, X_n be the numeral standard of Z_1, Z_2, \dots, Z_n by using the formula $Z_{\text{score}} = \frac{X_i - \bar{X}}{S}$, (\bar{X} and S as the mean and deviation of sample).
- d. For every the numeral standard and using the distribution of normal raw, then account the $F_{(Z_i)} = P(Z \leq z_i)$.
- e. Next, account the proportion of Z_1, Z_2, \dots, Z_n minor or same with Z_i . If the proportion stated by $S(z_i)$. So, $S_{(Z_i)} = \frac{\text{Banyaknya } Z_i, Z_2, \dots, Z_n \text{ yang } \leq Z_i}{n}$. To easier of accounting the propotion of data should be sequenced from the smaller to the bigger.
- f. Account the deviation $F(z_i) - S(z_i)$ then finding the absolute value.

- g. Take the biggest value between deviation absolute value. This is called by L_0 .
- h. To accept and reject the nul hypothesis, we should compare between L_0 and L crisis for obvious level $\alpha = 0,05$. Accepted the H_0 if L_0 smaller than L table.

B. The Homogeneity Test

The meaning of homogeneity test is the data compared of a kind between the proportions of homogeny data. The formula of comparison the variants as following:⁴⁸

$$A_{\text{account}} = \frac{\text{The biggest of Varians}}{\text{The Smallest of Varians}}$$

C. The Validity Test

The validity of test is the extent to which a test measures what it is supposed to measure and nothing else. It matters little that a test is reliable if what it is measuring is unrelated or only peripherally related to the information sought.⁴⁹

The formula applied to find out the validity of the test was:

$$P = \frac{\sum R}{\sum T}$$

⁴⁸Indra Jaya & Ardat. *Penerapan Statistik Untuk Pendidikan*. Ibid., P. 250-261

⁴⁹Sandra J. Savignon. 1983. *Communicative Competence*. USA : Addison-Wesley Publishing Company. p. 236

Where:

P = index of difficulty

R = Right answer

T = number of sample

D. The Reliability Test

A reliable test is consistent and dependable. Sources of unreliability may lie in the test itself or in the scoring of the test, known respectively as test reliability and rater (or scores) reliability. If you give the same test to the same subject or matched subjects on two different occasions, the test itself should yield similar result; it should have test reliability.⁵⁰

The test in this study used writing test form. The scoring of the writing test involved the subjectively, thus find out whether the test was reliable, the writer used the inter-rater reliability. The formula as following:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

Where:

r : the reliability of the test

N : number of Students

$\sum x$: sum of rater 1 (R1)

$\sum y$: sum of rater 2 (R2)

⁵⁰Paul A. Gaeng. 1971. *Introduction to The Principles of Language*. New York; Harper & Row publisher. p.386

E. The *t* – test

t-test is the statistical analysis that used to know whether there is the significance differences between two Mean Sample or not.⁵¹ The formula of t-test as following:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Explanation;

$$SS_1 = \sum X_1^2 - \frac{\sum X_1^2}{N_1} \text{ and } SS_2 = \sum X_2^2 - \frac{\sum X_2^2}{N_2}$$

Where:

t = the effect

X₁ = the mean of experimental group

X₂ = the mean of control group .

SS₁ = the standard deviation of experimental group

SS₂ = the standard deviation of control group

N₁ = the total sample of experimental group

N₂ = the total sample of control group⁵²

⁵¹Sri Wahyuna Saragih. Statistik Pendidikan.2017. Medan : Fakultas Tarbiyah UIN Sumatera Utara. .p. 80

⁵²Sukardi. 2005. *Metodologi Penelitian Pendidikan, Kompetensi dan Praktiknya*. Jakarta: PT Bumi Aksara. p.90

E. Research Procedure

There are some procedures that will be applied in this research; they are:

- a. The researcher observed the location and population were carried out. The research has been conducted in two classes (experimental class and control class). Before treating the students using SAVI strategy of learning, the researcher administered the pre-test to the students in both classes with the same instrument.
- b. The treatment is teaching simple present tense to build up the sentence by using SAVI in XI IPS class as the experimental class and no treatment in XI IPA as the control class. The presentation of the lesson has been done by the researcher.
- c. Post-test has been given after finishing the treatment. The researcher used the same format of test for both of classes. Even though the test instrument is same, students do not realize that would be examined again later. Finally, the researcher made a calculation of the result from both of the test.

F. Statistical Hypothesis

Statistical hypothesis has been applied in order to know the result of observation about the sample. It can be constructed as follows:

$$H_0 : \mu_x = \mu_y$$

$$H_a : \mu_x \geq \mu_y$$

Where:

H_0 : Null hypothesis

H_a : Alternative hypothesis

- μ_x : The mean score of students' teach by using Graphic Organizer Technique
- μ_y : The mean score of students' teach by using conventional method.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Description Data

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research was applied a reading test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by using SAVI strategy on the students' ability to build up the sentences in learning simple present tense.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

1. The score of Pre-test in Experimental and Control Class

In collecting data of the students' ability to build up the sentences in simple present tense in control class by using Teacher Centered Strategy and SAVI strategy in experimental class, the researcher got the data as following the table.

Table 4.1. The score of Pre Test in Experimental and Control Class

No	Experimental	Control
1	20	33
2	10	36
3	26	20
4	20	33
5	30	26
6	26	43
7	20	26
8	10	26
9	13	36
10	30	20

11	30	43
12	20	20
13	26	33
14	20	26
15	30	43
16	30	36
17	10	26
18	26	26
19	20	30
20	26	33
21	30	26
22	30	36
23	20	36
24	26	26
25	10	36
26	10	36
27	20	36
28	26	43
29	10	26
30	20	30
$\Sigma n_1=30$	$\Sigma=645$	$\Sigma=946$
	$\bar{x} = 21.5$	$\bar{x}= 31.53$

Based on the table above, the researcher was explained the score of the data. In the pre test of experimental group, the students who got score 10 is 6 students, 13 is 2 student, 20 is 9 students, 26 is 7 students, 30 is 36 students. And the Mean is **21.5**.

In other hand, the score of the data in pre test of control group, the students who got score 20 is 3 student, 26 is 9 student, 30 is 2 students , 33 is 4 students, 36 is 8 student, 43 is 4 students. And the Mean is **31.53**.

2. The score of Post-test in Experimental and Control Class

In collecting data of the students' Ability to Build Up the Sentences in Learning Simple Present Tense by using SAVI strategy in Experimental class

and Control class consistent in Teacher Centered Strategy, the researcher got the data as following the table:

Table 4.2. The score of Post Test in Experimental and Control Class

No	score of Post Test in Experimental Class	score of Post Test in Control Class
1	76	79
2	66	83
3	89	69
4	69	89
5	92	92
6	89	89
7	92	83
8	66	79
9	76	69
10	92	73
11	85	69
12	69	73
13	69	89
14	76	83
15	83	89
16	76	69
17	89	89
18	83	89
19	92	69
20	96	83
21	92	89
22	76	89
23	89	75
24	89	83
25	96	69
26	96	79
27	89	92
28	89	89
29	76	89
30	89	92
$\sum_{n_1=30}$	$\Sigma = 2.510.000$	$\Sigma = 2.457.000$
	$\bar{x} = 83.667$	$\bar{x} = 81.900$

Based on the table above, the researcher was explained the score of the data. In the post test of experimental class there is raising score when the

researcher applying graphic organizer as technique in learning process, the students who got score 66 is 2 students, 69 is 3 student, 76 is 6 student, 83 is 2 student, 89 is 9 student, 92 is 5 students, 96 is 3 students. And the Mean is 83.667

But, in control class was not significance raising score. Such as, there is 6 students got 69, 73 is 2 students, 79 is 4 students, 83 is 5 students, 89 is 10 student, 92 is 3 students. And the Mean is 81.900.

3. Data in Pre Test

The data of this study was collected by using a test. The data was collected by applying rearrange the words or phrase test. The test consisted of 30 items. Each item of test included option, and the students rewrite the word into good sentences.

a. Preliminary test results for the class using SAVI strategy.

Based on the data obtained from the results of the study that students who were taught with SAVI strategy consisting of 30 and the lowest score is 10. The average value obtained was 21.5 with a median is 20 and mode is 30, while the intersection is 7.27. Frequency distribution of simple present tense outcomes taught by SAVI strategy can be seen in table 4.3

Table 4.3. Frequency Distribution of Simple Present Tense Learning Outcomes of Students Taught with SAVI Strategy.

Kelas	Interval	F. Absolut	F. Relatif
1	10-15	8	26,67%
2	16-21	9	30%
3	22-27	7	23,3%

4	28-33	6	20%
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From table **4.3.** can be seen that the average value is in interval class 3, with 13 students or 43.3%. students with grades below the average amounted to 17 people or 56.67% and students with grades above the average amounted to 13 people or 43.3%.

b. Preliminary Test Results for the Class Using Teacher Centered strategy
(Control Class)

Based on the data obtained from the results of the study that students who were taught with teacher centered consisting of 30 people as a whole had the highest score 43 and the lowest score is 20, the average score obtained 31.5 with a median is 33 and mode is 26 while the standard deviation is 6.88. The frequency distribution of the learning outcomes of simple present tense taught by Teacher Centered can be seen in table **4.4.**

Table 4.4. Frequency Distribution of Simple Present Tense Learning Outcomes of Students Taught with Teacher Centered

Kelas	Interval	F. Absolut	F. Relatif
1	20-25	3	10 %
2	26-31	11	36,67 %
3	32-37	12	40 %
4	38-43	4	13,33 %

From table **4.4** can be seen that the average value is in interval class 3, with 12 students or 40%. students with grades below the average amounted to 14 people or 46,67% and students with grades above the average amounted to 4 people or 13.33%.

4. Data in Post Test

The data of this study was collected by using a test. The data was collected by applying rearrange the words or phrase test. The test consisted of 30 items. Each item of test included option, and the students rewrite the word into good sentences.

a. Students' Final Results Teacher Using SAVI Strategy.

Based on the data obtained from the research results the students who were taught with SAVI strategy consisting of 30 people overall had the highest score 96 and the lowest score is 66. The average value obtained was 83,667 with a median is 48 and mode is 89, while the standard deviation was 9618, the frequency distribution of simple present tense learning outcomes taught by SAVI strategy can be seen in the table 4.5

Table 4.5. Frequency Distribution of Simple Present Tense Learning Outcomes of Students Taught with SAVI Strategy

Kelas	Interval	F. Absolut	F. Relatif
1	66-71	5	16,67%
2	72-77	6	20 %
3	78-83	2	6,67 %
4	84-89	9	30 %
5	90-95	5	16,67%
6	96-101	3	10%

From table 4.5 can be seen that the average value is in interval class 3, with 2 students or 6,67%. students with grades below the average amounted to 11

people or 36,67% and students with grades above the average amounted to 19 people or 63.34%.

a. Students' Final Results Teacher Using Teacher Centered strategy
(Control Class)

Based on the data obtained from the results of the study that students who were taught with teacher centered consisting of 30 people as a whole had the highest score 92 and the lowest score is 69, the average score obtained 83,667 with a median is 83 and mode is 89 while the standard deviation is 8.318. The frequency distribution of the learning outcomes of simple present tense taught by Teacher Centered can be seen in table 4.6

Table 4.6. Frequency Distribution of Simple Present Tense Learning Outcomes of Students Taught with Teacher Centered

Kelas	Interval	F. Absolut	F. Relatif
1	69-74	8	26,67 %
2	75-80	4	13,33 %
3	81-86	5	16,67 %
4	87-92	13	43,33 %

From table 4.6 can be seen that the average value is in interval class 3, with 5 students or 16,67%. Students with grades below the average amounted to 12 people or 40,00% and students with grades above the average amounted to 18 people or 60,00%.

B. Analysis Test

To findings the result of the research, the researcher was analyzed the score of the test in pre test and post test from both Experimental and Control.

1. Normality Test

One of the analytical requirements that must be met in order to perform hypothesis testing is the distribution of data must be normally distributed. Normality tests include pre test and post test experimental class and control class by using SAVI strategy and teacher centered strategy using the *Liliefors* formula. Where the normal requirement is to meet $L_o < L$ on the level of real $\alpha = 0.05$. The results of testing the normality of the data in class XI IPA and XI IPS can be seen in Table 4.7, 4.8, 4.9 and 4.10

Table 4.7. Control Class (Pre Test)

The calculating of Normality Students who using Teacher Centered Strategy

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	20	3	3	-1.414	0.097	0.100	0.021
2	26	9	12	-0.663	0.254	0.400	0.146
3	30	2	14	-0.163	0.435	0.467	0.031
4	33	4	18	0.213	0.584	0.600	0.016
5	36	8	26	0.588	0.722	0.867	0.145
6	43	4	30	1.464	0.928	1.000	0.072
Average (\bar{X}_1)	3.13	30				L-Count	0.146
Standard Deviation (S_1)	7.992					L-Table	0.161

The Criteria of Testing:

H_0 will be accepted if $L\text{-count} \leq L\text{-table}$

H_a will be accepted if $L\text{-count} \geq L\text{-table}$

H_0 : There is no effect of using SAVI strategy on the students' ability to build up the sentences in simple present tense

H_a : There is no effect of using SAVI strategy on the students' ability to build up the Sentences in simple present tense

The Conclusion :

Lcount = 0,146

LTable = 0,161

If $Lcount \leq Ltable$, then H_0 is accepted and H_a rejected

Because, $Lcount \leq Ltable$, the data is Normal.

Table 4.8. Experimental Class (Pre Test)

The calculating of Normality Students who using SAVI Strategy

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	10	6	6	-1.161	0.123	0.200	0.077
2	13	2	8	-0.806	0.210	0.267	0.057
3	20	9	17	0.024	0.509	0.567	0.057
4	26	7	24	0.735	0.769	0.800	0.031
5	30	6	30	0.209	0.887	1.000	0.113
Average (\bar{X}_1)	19.8	30			L-count		0.113
Standard deviation (S_1)	8.438				L-Table		0.161

The Criteria of Testing:

H_0 will accepted if $L\text{-count} \leq L\text{-table}$

H_a will accepted if $L\text{-count} \geq L\text{-table}$

H_0 : *There is no efect of SAVI strategy on the students' ability to build up the sentences in simple present tense.*

H_a : *There is an efect of SAVI strategy on the students' ability to build up the sentences in Simple present tense.*

The conclusion :

Lcount = 0,113

LTable = 0,161

If $Lcount \leq Ltable$, So, H_0 will accepted and H_a will rejected

Because $Lcount \leq Ltable$, The data is Normal.

Table 4.9. Control Class (Post Test)

The calculating of Normality Students who using Teacher Centered.

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	66	2	2	-1.346	0.089	0.967	0.022
2	69	3	5	-1.087	0.138	0.167	0.028
3	76	6	11	-0.483	0.314	0.367	0.052
4	83	2	13	0.121	0.548	0.433	0.115
5	89	9	22	0.639	0.738	0.733	0.005
6	92	5	27	0.897	0.815	0.900	0.085
7	96	3	30	1.243	0.893	1.000	0.107
Rata - rata (\bar{X}_1)	81.6	30				L-count	0.115
Simpangan Baku (S_1)	11.588					L-Table	0.161

The criteria of testing

H_0 diterima jika $L\text{-hitung} \leq L\text{-tabel}$

H_a diterima jika $L\text{-hitung} \geq L\text{-tabel}$

H_0 : there is no significance effect of using SAVI strategy on the students' ability to build up the sentences in simple present tense

H_a : there is a significance effect of using SAVI strategy on the students' ability to build up the sentences in simple present tense

Kesimpulan :

LHitung = 0,106

LTable = 0,161

If $Lcount \leq Ltable$, so, H_0 will accepted and H_a will rejected.

Because $Lcount \leq Ltable$, so the data is normal.

Table 4.10. Experimental Class (Post Test)

The Calculating of Normality Students who using Teacher Centered Strategy

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	69	6	6	-1.318	0.094	0.200	0.106
2	73	2	8	-0.871	0.192	0.267	0.075
3	79	4	12	-0.201	0.420	0.400	0.020
4	83	5	17	0.246	0.597	0.567	0.030
5	89	10	27	0.916	0.821	0.900	0.080

6	92	3	30	1.251	0.895	1.000	0.105
Average (\bar{X}_1)	80.8	30			L-count		0.106
Standard deviation (S_1)	8.954				L-Table		0.161

**The
Criteria of
Testing:**

H_0 will accepted if $L\text{-count} \leq L\text{-table}$

H_a will accepted if $L\text{-count} \geq L\text{-table}$

H_0 : *There is no efect of SAVI strategy on the students' ability to build up the sentences in simple present tense.*

H_a : *There is an efect of SAVI strategy on the students' ability to build up the sentences in Simple present tense.*

The conclusion :

Lcount = 0,106

LTable = 0,161

If $L\text{count} \leq L\text{table}$, So, H_0 will accepted and H_a will rejected

Because $L\text{count} \leq L\text{table}$, The data is Normal.

The results of normality test data on the students who using SAVI strategy and using teacher centered in summary is through the table :

Table 4.11. The Summary of Data Normality Test

No	N	Data	Class	Lhitung	Ltable	Statement
1	46	<i>Pre test</i>	Experiment A	0,113	0,161	Normal
2		<i>Post test</i>	Experiment B	0,106		Normal
3	46	<i>Pre test</i>	Control A	0,146	0,161	Normal
4		<i>Post test</i>	Control B	0,115		Normal

Group Normality pre test experimental class (SAVI) strategy obtained $L_0(0.113) < L(0.161)$ and the data of pre test control class obtained $L_0(0.146) < L$

(0.161). And the data of post test experimental class (SAVI) strategy L_o (0.106) $< L$ (0.161). And the data of post test in control class L_o (0.115) $< L$ (0.161). Thus it can be concluded that pretest and post test have a distribution of normally distributed data.

2. Homogeneity

Homogeneity test is to find out the variants of the two samples related to homogenous or not the distribution of data. Testing of data homogeneity also included in both experimental groups. To test the homogeneity of the sample, it is used the variance similarity test where the data condition is said to be homogeneous if $F_{var} < F_{tab}$ at the real level $\alpha = 0.05$. To calculate the homogeneity there is Tabulation o Homogeneity Calculations, it was can be seen as bellow :

$$F = \frac{\text{HighestVarians}}{\text{LowestVarians}} = \frac{92,506}{69,197} = 1,34$$

Based on the tables after the normality and homogeneity tests were conducted on both experimental groups, the data were eligible for hypothesis testing.

3. Research Hypothesis

The purpose of Hypothesis is provide answers to questions on the formulation of the problem. Based on the analysis of the data obtained before, the two experimental classes have met the hypothesis requirements, in which the samples are normally distributed and the variance of both groups of samples is homogeneous. The all of hypothesis is describes as follows :

The hypothesis test was using by t test formula. Because, the data from both of group was normal and homogeny, and the sample is different then the formula used is like :

Table 4.12. Mean of Post-Test – Pre-Test in Experimental Group

No	Score Post-Test	Score Pre-Test	Decrease
1	76	20	56
2	66	10	56
3	89	26	63
4	69	20	49
5	92	30	62
6	89	26	63
7	92	20	72
8	66	10	56
9	76	13	63
10	92	30	62
11	89	30	59
12	69	20	49
13	69	26	43
14	76	20	56
15	83	30	53
16	76	30	46
17	89	10	79
18	83	26	57
19	92	20	82
20	96	26	70
21	92	30	62
22	76	30	46
23	89	20	69
24	89	26	63
25	96	10	86
26	96	10	86
27	89	20	69
28	89	26	63
29	76	10	66
30	89	20	69
Σ			1875
Mean			62.5

Based on the table above, the students' ability to build up the sentences in simple present tense in experimental group showed the lowest score of pre test

was 10, and the highest score of pre test was 30 and the lowest score of post test was 66, and the highest score of post test was 96, the total of data is 1875 and the mean of post test was 62.5.

Table 4.13. Mean of Post-Test – Pre-Test in Control Group

No	Score Post-Test	Score Pre-Test	Decrease
1	79	33	46
2	83	36	47
3	69	20	49
4	89	33	56
5	92	26	66
6	89	43	46
7	83	26	57
8	79	26	53
9	69	36	33
10	73	20	53
No	Score Post-Test	Score Pre-Test	Decrease
11	69	43	26
12	73	20	53
13	89	33	56
14	83	26	57
15	89	43	46
16	69	36	33
17	89	26	63
18	89	26	63
19	69	30	39
20	83	33	50
21	89	26	63
22	89	36	53
23	79	36	43
24	83	26	57
25	69	36	33
26	79	36	43

27	92	36	56
28	89	43	46
29	89	26	63
30	92	30	62
Σ			1511
Mean			50,36

Based on the table above, the students' ability to build up the sentences in simple present tense in experimental group showed the lowest score of pre test was 20, and the highest score of pre test was 43 and the lowest score of post test was 69, and the highest score of post test was 92, the total of data is 1511 and the mean of post test was 50.36.

So, from the explanation above, it shows that the students' score in experimental group was higher than students' score in control group, where mean in experimental class is 62.5 and the mean in control class is 50.36. The total score of the mean score in experimental and control group showed that there was an effect in improvement of students' score between pre test and post test both of the class.

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \times \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

The hypothesis was testing like :

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

based on the calculation results obtained data as follows:

$$\bar{X}_1 = 83,667$$

$$S_1^2 = 2006.713$$

$$n = 30$$

$$\bar{X}_2 = 81.9 \qquad S_2^2 = 2682.674 \qquad n = 30$$

So :

$$t = \frac{83,667 - 81.9}{\sqrt{\frac{(30-1)2006.713 + (30-1)2682.674}{30+30-2} \times \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = 2,295$$

at the level of significance $\alpha = 0,05$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. Because $t_{(0,95;58)}$ in the table is 1.662

With the comparison the value of t_{count} with the value of t_{table} we get $t_{\text{count}} > t_{\text{table}}$ is $2,295 > 1.662$.

If $t_{\text{count}} > t_{\text{table}}$ then H_a was accepted and H_o was rejected. Thus, it can be concluded that the students who use SAVI strategy get higher then the student who use conventional strategy (Teacher Centered) to build up the sentences in simple present tens

Based on the data of critic value of the distribution of t , t_{table} value with $\alpha = 0.05$ and $dk = 30$ is 1.662 value of both experimental groups can be seen the value as the table below:

Table 4.14. The Characteristics of Group Value the Students' who use SAVI Strategy and Use Conventional Strategy (Teacher Centered)

Description	Control	Joining
Average	81.9	83.667
standard deviation	8.318	9.618
Lowest Score	69	66
Highest Score	92	96
Sudents'	30	30

In the table obtained $dk = 60$. Based on the value on t_{table} with $\alpha = 0.05$ and $dk = 60$ is 1.662. From the above data obtained $t\text{-count} = 2.295$ and $t\text{-table}$ 1.662. This shows that $t\text{-count} < t\text{-table}$ then H_0 is rejected and H_a accepted so it can be concluded that there is a significances effect of SAVI strategy on the students ability to build up the sentences in simple present tense

C. Finding Research

The writer was given the test for two classes, first is experimental class and the result indicated that there was an effect of students' ability to build up the sentences in simple preset tense by using SAVI strategy. The mean of pre-test and post test in experimental class was 62.5, it was good enough. The mean of pre test and post-test in control class was 53.36, it indicate that the scores and the mean of post-test in experimental class were higher than post-test control class.

Based on the results of the data analysis that has been done previously shows that there are differences in learning simple present tense outcomes of students in experimental class that taught with SAVI strategy between learning simple present tense outcomes of students in control class that taught with teacher centered, where learning simple present tense outcomes of students in experimental class is better than the control class. The average obtained by experimental class for pre test 21.5 with a standard deviation 7.271.818, while for the average post test of control class is 81.900 with a standard deviation is 8.318 higher than previous average before. Where in experimental class get an increase is 69 and n control class the average get for pre test 31.53 with standard deviation is 6.881927, while for average a post test in control class

81.900 with the standard deviation is 8.318 higher than the previous average before. Where control class obtained an increase is 62.

The results of data analysis show that students' ability to build up the sentences in simple present tense that taught with SAVI strategy has significant differences with learning simple present tense with teacher centered after hypothesis testing. Where $t_{\text{count}} > t_{\text{table}}$ or $2.295 > 1.671$ it shows that H_a is accepted and H_0 is rejected. Thus it can be determines that SAVI strategy is better applied in learning process than by using teacher centered.

D. Discussion of Research Results

Students' ability to build up the sentences in simple present tense by using SAVI strategy test is presented with the same number and model of the problem. Where before the matter is disseminated to students, the researcher first tested the problem to students' in XI grade of MAS PAB 2. This is done to determine the validity and reliability of the question.

In this research the students who taught by SAVI strategy got 30 question for each students. And, the students who taught by SAVI got the results to average score was 83,667 with a standard deviation of 9.618, this results as a comparison to the students who taught by using SAVI strategy.

Then, the students who taught by conventional (teacher centered) strategy got the same questions like the students who taught by using SAVI strategy. And the results of students who taught by using SAVI strategy was higher than students who is not taught by using SAVI strategy. The score average the students who is joining English Club was 81.900 and the standard deviation

of 8.318, it was higher than the results of the students who taught by using SAVI strategy.

The results of data analysis show that students' ability to build up the sentences in simple present tense that taught with SAVI strategy has a differences in learning simple present tense between teacher centered after hypothesis testing. Where $t_{count} > t_{table}$ or $2.295 > 1.671$ it shows that H_a is accepted and H_0 is rejected. Thus it can be determines that there is an effect of SAVI strategy in learning process than by using teacher centered.

Based on the explanation above, using SAVI strategy as a strategy that showed the real effect in teaching simple present tense because it can help the students to improve their ideas in build up the sentences at MAS PAB 2 Helvetia Medan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research and discussion that have been put forward, it can be concluded several things as follows:

After carrying the experiment, the results show the comparison students' scores of experimental class MAS PAB 2 Helvetia from analysis of data is significant that Somatic, Auditory, Visualization, Intellectually (SAVI) strategy valuable effect on the students' ability to build up the sentences in simple present tense. The post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental class in the post-test was 83.667 while that of control group was 81.900. This meant that in teaching simple present tense, students who were taught by using SAVI strategy had higher scores than those who were taught without using it. Based on the findings of the research, it could be concluded that there is a significant difference between the students' ability to build up the sentences in simple present tense that were taught by using SAVI strategy and those who were taught without using it. This shows that the result of t_{observed} is 2.295 and t_{table} is 1.671 ($t_{\text{observed}} > t_{\text{table}}$, $2.295 > 1.671$). It means that H_0 is rejected and H_a is accepted. So, there is a significant effect of using SAVI strategy on the students' ability to build up the sentences in simple present tense.

B. Suggestions

Based on the results of this study, researchers want to provide suggestions as follows:

1. English teachers are recommended to use SAVI strategy in their teaching learning process in order to affect the students' ability in learning simple present tense.
2. The researchers who are interested in doing a research related to this study should try to apply SAVI strategy on different level of learners through different genre to prove the effectiveness of SAVI strategy on the students' ability in learning simple present tense.

Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

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Appendix I

LESSON PLAN (Experimental Class)

Name of School : MAS PAB 2 Helvetia
Subject : English
Class / Semester : XI / IPS
Learning Topic : Simple Present Tense
Time : 2 x 45 minutes (2 Meetings)

A. The Core Competencies

- K1 : Live and practise the teachings of the religion adhered.
- K2 : Live and practice behaviors of honest, discipline, responsibility, caring (mutual, cooperative, tolerant, peaceful), polite, responsive and pro-active attitude and showing as part of the solution of various problems in interact effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in association world.
- K3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality and the associated civilization the cause of the phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.
- K4 : Cultivate, thinking, and provide in the realm of concrete and abstract domains associated with the development of which he had learned in

school independently, and be able to use the method according to academic rules.

B. Basic Competencies and Indicators

No.	Basic Competencies	Indicators
1.1	Thanks to the opportunity to learn English language as an international communication language of instruction embodied in the spirit of learning.	
2.1	Behave polite and caring interpersonal communication in the exercise with teachers and friends.	
2.2	Shows behaviors of honest, disciplined, confident, and responsible in performing transactional communication with teachers and friends.	
2.3	Definitive behaviors of responsibility, caring, cooperation, and peace loving, in carrying out the functional communication.	
3.1	Analyzing the social functions, the structure of the text, and linguistic elements in simple present tense of the simple sentences with the context of their use.	3.1.1 Analyze the structure of simple present tense. 3.1.2 Analyze linguistic elements of sentences in simple present tense.
4.1	Capture the meaning of oral sentences and arrange the sentences.	4.1.1 Find out the correct word, the meaning of the word in simple present tense sentences. 4.1.2. Present the correct

		arrangement and the meaning of words in the sentences.
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C. Learning Objectives

After studying this material, students are expected to:

1. The students are able to explain the definitions of simple present tense by their own languages.
2. The students are expected to build up the sentences well and correctly.
3. The students can identify the meaning of the sentences in simple present tense.
4. The students are able to analyze the structures of simple present tense.

D. Learning Material

1. Simple Present Tense : Rearrange the words or phrase to make good sentences
2. Social function : To apply in daily life, to make the students always remember with their daily activities. Be a good habit.
3. Simple Present Tense :
 - *Definition of Simple present tense*
 - The formula of simple present tense
 - Example
4. Linguistic Elements:
 - Related vocabulary in material
 - The verb/sentence structure.

E. Learning Method

Method : Somatic, Auditory, Visualization, Intellectually (SAVI) Strategy.

F. Media, Tools, dan Learning Resource

1. Media : Whiteboard.
2. Tools : Boardmarker, pen, cardboard paper, glue.
3. Learning Resource : English book for 11th grade Senior High School students.

G. Learning Activity

1. Opening (10 Minutes)
 - a. The teacher greets the students.
 - b. The teacher checks the students' attendant lists.
 - c. The teacher reviews the last material and explains about the material that will be learned.
2. Main Activity (70 Minutes)

Elaboration

- a. Students listen to the teacher about simple present tense explanation.
- b. Teacher ask the students to make group discussion, every group has a leader to explain about the material to each group by using their own language.

Exploration

- a. Teacher divides the students in six groups, every group consist of five person. Teacher ask the students to make group discussion, every group has a leader to explain about the material to each group by using their own language.

- a. Teacher leads students to simple present tense by using SAVI Strategy.

1) Somatic

In Somatic element, the activity performed by each group representative is to move from one group to another group to explain the material learned according to their own language. Conduct field studies. Then write, draw, and talk about what you learn.

2) Auditory

Students who become an audience in each group listen and summarize what each group representative explains to explain the material.

3) Visualization

Students who act as audiences pay attention and observe what each leader explains to them because each leader explains with their own language, so not all leaders have the same material understanding.

4) Intellectually

Students conclude the material from the leader's explanation and solve the problem.

Asking

- a. Teacher will ask every student about the definition of simple present tense based on their understanding
- b. Teacher will ask the students about the formula and ask the student to make the example of simple present tense by their own language.

Association

- a. Teacher gives the exercises to the students about the simple present tense.
- b. Students rearrange the words or phrase into good sentence .

Communication

- a. Students explain again about simple present tense by their own language and presenting in front of the class.
- b. Closing (10 Minutes)
 - a. The teacher asks the students to conclude the material.
 - b. The teacher gives feedback.
 - c. Teacher tells the learning plan for next meeting

H. Assessment

1. Assessment Technique
 - a. Attitude Assessment

Instrument of attitude assessment

No	Name	Attitude				Note
		Responsibility	Caring	Cooperation	Peaceful	
1						

2						
3						
4						
40						

Note :

Scale of attitude assessment made with ranges between 1 to 5

- 1 : very less
- 2 : less consistent
- 3 : start consistently
- 4 : consistent
- 5 : always consistent

5. Knowledge Assessment

- Instrumen : Rearrange the words or phrase into good sentences (30 questions).
- Item score : 1
- Maximum score : $30 \times 1 = 30$
- Maximum assessment : 100
- Students' mark :

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of the Test

R = Number of Correct Answer

N = Number of Question

Medan, 30 July 2018

Principal of MAS PAB 2 Helvetia

Teacher

Drs. H. M. Fauzi, M.A

Herianti, S.Pd

Researcher

Vina Aprilla
NIM: 34141005

Appendix II

LESSON PLAN

(Control Class)

Subject	: English
Class / Semester	: XI / IPA
Learning Topic	: Simple Present Tense
Time	: 2 x 45 minutes (2 Meetings)

A. The Core Competencies

- K1 : Live and practise the teachings of the religion adhered.
- K2 : Live and practice behaviors of honest, discipline, responsibility, caring (mutual, cooperative, tolerant, peaceful), polite, responsive and pro-active attitude and showing as part of the solution of various problems in interact effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in association world.
- K3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality and the associated civilization the cause of the phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.
- K4 : Cultivate, thinking, and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, and be able to use the method according to academic rules.

B. Basic Competencies and Indicators

No.	Basic Competencies	Indicator
1.1	Thanks to the opportunity to learn English language as an international communication language of instruction embodied in the spirit of learning.	
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2.2	Shows behaviors of honest, disciplined, confident, and responsible in performing transactional communication with teachers and friends.	
2.3	Definitive behaviorsof responsibility, caring, cooperation, and peace loving, in carrying out the functional communication.	
3.1	Analyzing the social functions, the structure of the text, and linguistic elements in simple present tense of the simple sentences with the context of their use.	3.1.3 Analyze the structure of simple present tense. 3.1.4 Analyze linguistic elements of sentences in simple present tense.
4.1	Capture the meaning of oral sentences and arrange the sentences.	4.1.1 Find out the correct word, the meaning of the word in simple present tense sentences.

		4.1.2 Present the correct arrangement and the meaning of words in the sentences.
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C. Learning Objectives

After studying this material, students are expected to:

1. The students are able to explain the definitions of simple present tense by their own languages.
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3. Simple Present Tense :
 - *Definition of Simple present tense*
 - The formula of simple present tense
 - Example
4. Linguistic Elements:
 - Related vocabulary in material
 - The verb/sentence structure.

E. Learning Method

Method : Talkative method

F. Media, Tools, dan Learning Resource

1. Media : Whiteboard.
2. Learning Resource : English book for 11th grade Senior High School students.

G. Learning Activity

1. Opening (10 Minutes)
 - a. The teacher greets the students.
 - b. The teacher checks the students' attendant lists.
 - c. The teacher reviews the last material and explains about the material that will be learned.
2. Main Activity (70 Minutes)

Elaboration

- a. Students listen to the teacher about simple present tense explanation.

Exploration

- a. Teacher divides the students in six groups, every group consist of five person. Teacher ask the students to make group discussion, every group has a leader to explain about the material to each group by using their own language.
- b. Teacher leads students to simple present tense by using talkative strategy.

Asking

- a. Teacher will ask every student about the definition of simple present tense based on their understanding
- b. Teacher will ask the students about the formula and ask the student to make the example of simple present tense by their own language.

Association

- a. Teacher gives the exercises to the students about the simple present tense.
- b. Students rearrange the words or phrase into good sentence .

Communication

- a. Students explain again about simple present tense by their own language and presenting in front of the class.

3. Closing (10 Minutes)

- a. The teacher asks the students to conclude the material.
- b. The teacher gives feedback.
- c. Teacher tells the learning plan for next meeting

H. Assessment**1. Assessment Technique**

- a. Attitude Assessment

Instrument of attitude assessment

No	Name	Attitude				Note
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3						
4						
40						

Note :

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- Item score : 1
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Where:

S = Score of the Test

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Medan, 30 July 2018

Principal of MAS PAB 2 Helvetia

Teacher

Drs. H. M. Fauzi, M.A

Decy Wahyuni Sormin, S.Pd

Researcher

Vina Aprilla
NIM: 34141005

APPENDIX III

PRE-TEST AND POST TEST OF EXPERIMENTAL CLASS

NAME :

CLASS :

DATE :

Rearrange the following words or phrase to make good sentences!

1. Me – the – gives – presents – Aminah
2. Father - for - goes - walk – out – a
3. Speak - well - you – English
4. We – a – in – room – need – fan – this
5. Apple – likes - He
6. Gets – her – Tina – on time – work – done
7. Play – likes – to – Alan – Soccer
8. Dance – likes – Alex – to
9. Bees – honey – makes
10. At – Rita – seven – to - goes – school
11. Too – Television – My – much – Son – watches
12. Don't – my – name – I – know – teacher's
13. On time – always – We – to – come – class
14. English – study – I
15. Job – my – don't – sisters – have –a
16. Often – movies – to – the – I – go
17. Let – rarely – my – I – borrow – roommate – car – my
18. For – dessert – always – have – ice cream –chocolate –we
19. Drinks – Rudi – milk – glass – a – of – every night
20. Two – have – pens – I
21. Need – all – water – animal
22. Eat – meatball – I
23. Plays – she – doll – a
24. School – every – we – Monday – go - to
25. The – cup – Lisa – a – drinks – in – tea – of –morning

26. Bath – every – she – a – takes – day
27. Six – get up – o'clock – I – at
28. Floor – sometimes – the – I – sweep
29. Cafeteria – Sunday – my – and – I – on – family – go – the – to
30. Usually - music – listens – Budi – the

APPENDIX IV

PRE TEST AND POST TEST OF CONTROL CLASS

NAME :

CLASS :

DATE :

Rearrange the following words or phrase to make good sentences!

1. Me – the – gives – presents – Aminah
2. Father - for - goes - walk – out – a
3. Speak - well - you – English
4. We – a – in – room – need – fan – this
5. Apple – likes - He
6. Gets – her – Tina – on time – work – done
7. Play – likes – to – Alan – Soccer
8. Dance – likes – Alex – to
9. Bees – honey – makes
10. At – Rita – seven – to - goes – school
11. Too – Television – My – much – Son – watches
12. Don't – my – name – I – know – teacher's
13. On time – always – We – to – come – class
14. English – study – I
15. Job – my – don't – sisters – have –a
16. Often – movies – to – the – I – go
17. Let – rarely – my – I – borrow – roommate – car – my
18. For – dessert – always – have – ice cream –chocolate –we
19. Drinks – Rudi – milk – glass – a – of – every night
20. Two – have – pens – I
21. Need – all – water – animal
22. Eat – meatball – I
23. Plays – she – doll – a
24. School – every – we – Monday – go - to

25. The – cup – Lisa – a – drinks – in – tea – of – morning
26. Bath – every – she – a – takes – day
27. Six – get up – o'clock – I – at
28. Floor – sometimes – the – I – sweep
29. Cafeteria – Sunday – my – and – I – on – family – go – the – to
30. Usually - music – listens – Budi - the

APPENDIX V**ANSWER KEY**

1. Aminah gives me the presents
2. Father goes for a walk out
3. You speak English well
4. We need a fan in this room
5. He likes apple
6. Tina gets her work done on time
7. Alan likes to play soccer
8. Alex likes to dance
9. Bees makes honey
10. Rita goes to school at seven
11. My son watches Tv too much
12. I don't know my teacher's name
13. We always come to class on time
14. I study English
15. My sisters don't have a job
16. I often go to the movies
17. I rarely let my roommate borrow my car
18. We always have chocolate ice cream for dessert
19. Rudi drinks a glass of milk every night
20. I have two pens
21. All animals need water
22. I eat meatball
23. She plays a doll
24. We go to school every Monday
25. Lisa drinks a cup of tea in the morning.
26. She takes a bath every day
27. I get up at six o'clock.
28. I sometimes sweep the floor.
29. I and my family go to the cafeteria on Sunday
30. Budi usually listens the music

APPENDIX VI

STUDENTS' OBSERVATION SHEET

No	Activities	Score			
		1	2	3	4
1	The students' attitude in learning and teaching process				
2	The students' enthusiastic in learning and teaching process				
3	The students work individually in doing their task				
4	The students' activeness in learning and teaching process				
5	The students comprehend the lesson in learning and teaching process				
6	The students answer the question from the teacher				
7	The students response to the topic given				
8	All the students do their task				
Score					
Total					
Percentage					

Note: Score 1= bad, Score 2 = enough, Score 3 = good, Score 4 = very good

$$\text{Percentage} = \frac{\text{totalscore}}{\text{jumlahactivities}}$$

Medan, 30 July 2018
Observer

Herianti, S.Pd

APPENDIX VII

TEACHER'S OBSERVATION SHEET

NO	Activities	Score			
		1	2	3	4
1	Explanation the material by the teacher				
2	The teacher's pronunciation in teaching the material				
3	The teacher's intonation in teaching the material				
4	The teacher's grammar in teaching the material				
5	The using of media by the teacher				
6	The teacher chooses the right media with the material				
7	Students are helped to understand the material easier by media				
8	Spirit and enthusiastic of the teacher in teaching				
9	The teacher manages the time effectively and efficiently				
10	The teacher asks question to the students				
11	The teacher concludes the lesson				
Score					
Total					
Percentage					

Note: Score 1= bad, Score 2 = enough, Score 3 = good, Score 4 = very good

$$\text{Percentage} = \frac{\text{totalscore}}{\text{jumlahactivities}}$$

Medan, 30 july 2018
Observer

Herianti, S.Pd

APPENDIX VIII

STUDENTS' INITIAL AND REAL NAME OF EXPERIMENTAL GROUP (XI-IPS)

No.	Initial Name	Real Name
1	AS	Anaki Silalahi
2	AL	Andrea Louis Figo
3	AK	Ayu Komala
4	CH	Chairunnisa
5	DS	Dian Safitri
6	ED	Evi Dahlia Purba
7	FR	Fahmi Ridho
8	FD	Far'ur Ramadhan
9	GD	Gita Dwi Arimbi
10	IA	Ihsan Ar Rasyid
11	IY	Irma Yani
12	JS	Jaka Satria
13	JF	Juan Fahri
14	KH	Khairunnisa Hasugian
15	MA	M. Adrian Maulana
16	YH	Yusral Hamid
17	MS	M. Irza Salim
18	MR	M. Ryan Putra
19	MD	Muhammad Ramadhan
20	NA	Nur Anisa
21	NW	Nurma Wati
22	NA	Nurul Aini Nasution
23	SN	Salsabila Natasya
24	SF	Shyata Fuziah
25	SW	Sri Wahyuni Ningsih
26	TP	Tarisa Permatahati
27	TA	Tasya Amanda
28	TD	Teguh Perdana
29	VA	Vanny Andini
30	VW	Vina Wahyuni Lubis

APPENDIX IX

STUDENTS' INITIAL AND REAL NAME OF CONTROL GROUP (XI-2)

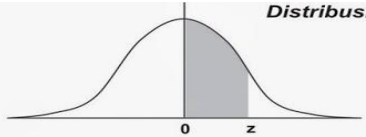
No.	Initial Name	Real Name
1	AP	Adelya Putri
2	AF	Afifah Febrianti
3	AZP	Ahmad Zikri Permadi
4	AL	Ayu Lestari
5	AK	Aziz Kurniawan Harahap
6	CC	Cahya Chosya
7	CE	Cindy Elsa M Ayuri
8	FF	Fadli Febriansyah
9	FH	Faradia Horisha
10	IS	Imam Setiawan
11	II	Indah Islamiyah
12	LA	Loka Arfa'ah Pramudhita
13	LS	Lutfia Sufia Zai
14	MA	M. Alfarizi Tobing
15	ML	M. Lisman
16	MY	Maryam Lubis
17	MJ	M. Jaki Ihsan
18	MI	Muhammad Ibnu
19	MR	M. Rizky Ramadhan
20	MD	Miftha Audita
21	NR	Novita Ramadhani
22	NA	Nur Ardilah
23	NK	Nurul Khalizah
24	PU	Putri Utami
25	RA	Rahmi Astuti
26	SD	Surya Darma
27	S	Syafrizal
28	SA	Syahid Albana Tuasella
29	YT	Yuanisa Thaharani
30	YP	Yudha Pratama

APPENDIX X

TABLE DSTRIBUTION NORMAL BAKU 0-Z

Kumulatif sebaran frekuensi normal
(Area di bawah kurva normal baku dari 0 sampai z)

Distribusi Z



Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit. Ade

Source :<http://jam-statistic.blogspot.co.id/2014/04/cara-menentukan-nilai-alpha->[dengan.html](#)

APPENDIX XI

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX XII**PERCENTAGE POINTS OF DISTRIBUTION**

DF	A P	0.80 0.20	0.90 0.10	0.95 0.05	0.98 0.02	0.99 0.01	0.995 0.005	0.998 0.002	0.999 0.001
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24		1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25		1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26		1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27		1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28		1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29		1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30		1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31		1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633

32		1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33		1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611
34		1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35		1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36		1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37		1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38		1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39		1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40		1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42		1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44		1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46		1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48		1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50		1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60		1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70		1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80		1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90		1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100		1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391
120		1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150		1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200		1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300		1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500		1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
∞		1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291

APPENDIX XIII**DOCUMENTATION**

Pic 1. The researcher give pre test paper to the students of experimental class.



Pic 2. The researcher give the treatment to the students of experimental class.



Pic 3. The students in experimental class explain the material with SAVI Strategy.



Pic 4. The researcher give post test paper to the students of experimental class



Pic 5. The researcher give pret test paper to the students of control class



Pic 5. The researcher give the explanation by using teacher centered in control class.



Pic 6. The researcher give post test paper to the students of control class

